Mr. Kottur Kunjukrishna Pillai (*Quilon cum Kunnattur*): Sir, we would like to deal with the Education Demand first.

(*The House assented to this proposition.*)

Mr. K. K. Kuruvilla: I would suggest that the Education Demand and the Demand in respect of the Uplift of Backward Communities be discussed together. Could that be possible?

President: I am entirely in the hands of the House.

(*The House assented to this proposition.*)

President: Both the Director of Public Instruction and the Chief Secretary may move their respective Demands, Nos. 19 & 23.

DEMAND XIX—EDUCATION EXCLUDING TRAVANCORE UNIVERSITY.

Mr. A. Gopala Menon (*Director of Public Instruction*): Sir, I beg to move for a grant not exceeding Rs. 43,14,901 under

DEMAND XIX—EDUCATION EXCLUDING TRAVANCORE UNIVERSITY.

UPLIFT OF BACKWARD COMMUNITIES.

Rajyasevapravina M. K. Nilakanta Aiyar (*Chief Secretary to Government*): Sir, I rise to move for a grant not exceeding Rs. 47,540 under Demand XXIII—Uplift of Backward Communities.

Mr. M. K. Ananthasiva Aiyar: I support the motion and in doing so, I wish to make a few suggestions. The first is with regard to the recent circular issued by the Director of Public Instruction about the five eighty-page note books that are to be used by the students. It appears that the Director is insisting on the desirability of acting up to that instruction, and I am at a loss to know the reason for that. Sir, on a reading of the circular, it leads to some misconception. It is, whether the Director intends that only five note books of eighty pages type alone should be used by a student for the whole year, or, is it whether that five note books alone should be seen in the hands of a student at a time? This has been mis-interpreted by many of the teachers. Some teachers say and also insist that for the whole year, a student should be called upon to purchase only five note books of eighty pages. To avoid difficulties, some of them advise students to have only loose sheets in their hands so that they may not be caught hold of by the departmental officers for having more notebooks than prescribed by the circular. I want that point to be made clear by the Director of Public Instruction and what he intends by that circular. So far as I am concerned, I feel that, as the manager of an institution, five note books of eighty pages are quite inadequate for a student. Sir, for Mathematics alone, I find that a boy must have at least a 400 pages notebook for a year.

LIBRARY ARCHIVES Kerala Legislative Assembly

Page 1

[Mr. M. K. Ananthasiva Aiyar.]

Another point I want to bring to the notice of the Government is in regard to the game fees. It seems there is a circular that the game fees should be collected along with the first instalment of fees. Sir, the first instalment fee is being collected at a time when the parents or guardians of students have to incur a greater expense and so it would be advisable that the time of collection of game fee be extended to some subsequent instalment or it may be allowed to be paid in two or three instalments.

President : What is the position of the game fee, Mr. Gopala Menon ?

Mr. A. Gopala Menon : Sir, the rule is that game fee should be collected at the first instalment time. But the rule is not absolute in regard to that matter. It may even be given during later instalments or in parts.

Mr. M. K. Ananthasiva Aiyar : Thank you, Sir, for enlightenment on that point.

The next point I want to dwell is in regard to the maximum number of students that should be accommodated in a class. As one who has got some knowledge of the working of schools, I feel that any number above 30 is too much for a class. Now, the strength of a class is fixed at 45 students. The educational authorities do not allow the class to be divided if there are not more than 45 students in a class. From a practical point of view, I say that the number should be restricted to 30. Then only could the instructions be given efficiently.

Another point I wish to bring to the attention of the Director of Public Instruction is regarding the prescription of text books. This year I had the opportunity of going through the text books that are prescribed for the High School classes. I may say that the English text books that have been prescribed for the IV Form are much more difficult than those prescribed for the V Form. I think proper attention has not been paid in the matter of prescription of text books. If what I say is seen to be correct, I would request that arrangements may be made so that it may not recur in future.

Then a word with regard to the condition of Primary Schools. I may say that in the present circumstances of the Primary Schools, it would be better if they are entrusted to private managements in order that they may be conducted in a better way. I have experience of classes of young children of the age of five and six in which there are 70 and 80 students. How can a teacher, and a Malayalam School teacher, be able to manage a class with such a large number of these young children ? At times I have seen with my own eyes the teachers getting Rs. 15 and 16 who have to manage 70 and 80 students in a class getting impatient and inflicting severe

LIBRARY ARCHIVES Kerala Legislative Assembly

punishments on the students. They are unruly. One boy goes this side, another to the other side and they make noise. It is not the fault of the teacher. There should be a restriction in the number of children for a class in Primary Schools. I think that Primary Schools may even be handed over to private management wherever possible. Now we have got Village Unions here and there. Why not these Unions be entrusted with the management of these schools? That will be within their legitimate province. Such of the Unions in whom some confidence can be placed may be entrusted with the management of these Primary Schools on a grant in-aid basis. I am fully confident and I realise the difficulty in providing funds to pay grant for these Primary Institutions. But I would suggest that the English Schools which I suppose, will always be self-supporting, may be denied the grants which are being paid to them or which they now claim.

There is a system of preparing some schemes of work in schools. These are to be prepared by the respective teachers in each school. Each school has got its own schemes and I have experienced that different schemes are prepared in different schools. This creates some difficulty. When a student studying in a certain school has to get a transfer certificate and has to be educated in another school, the lessons will not be the same. It would be much better if a common scheme is followed by all the schools in the State to avoid this difficulty. Similarly, in the matter of examination also, I find that for the better efficiency of all the schools and also for efficient instruction it would be safer if there is a common examination paper for all the schools. Last year I got down papers from a neighbouring school of mine for the examination of the students of my school. I was surprised to find that no questions were asked from certain books prescribed for English. Two or three books are prescribed compulsory. Not a single question from certain books were asked. When I enquired about the reason I was made to understand that that school had never taken any lessons from those books. So I suggest that there should be a common examination for all the schools and that would help these schools which lag behind in the matter of instruction to come up to the mark.

Besides the Education Department, there are certain other departments which have educational institutions under them. The Agricultural Department has got agricultural education and the Industries Department has got commercial and technical education under their management. I would suggest that they also be brought under the Director of Public Instruction. With these words I support the Demand.

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. K. K. Kuruvilla : I support the motion and in doing so I want to take up some of the points that have already been discussed by my honourable friend Mr. Ananthasiva Iyer.

First of all with regard to the note books, I think it was one of the best things that the Director has done for us by insisting that there should be only 5 note books for a student. In my teaching experience I have often suggested that a teacher should not always dictate notes and in spite of repeated protests that to the High School boys notes should not be dictated, they still go on dictating notes. I find that as a good method of keeping discipline in the classes. If a teacher is inefficient and if he goes on dictating, the poor children have to be taking down the notes. So if the number of note books is restricted it may be helpful for teachers to explain difficult portions. Therefore I believe that the Director will keep on insisting on these five note books. My complaint is that he is not insisting on the practical working of the circular. I find that in spite of the rule and circular, it is being avoided by teachers all round. Of course there are certain difficulties. For one thing, note books are necessary for practical work. Both the teachers and the boys say that they have to do practical work and for that they want separate notes and also for Mathematics. It is enough if rough paper—examination papers—are provided. If the Director will allow to use the examination papers, that will be a satisfactory thing. In the same way if the Director would allow two more note books, one for composition and another for translation, it would be advantageous. One book will always be with the teacher for correction when another exercise may have to be given. With these exceptions, I entirely welcome the circular of the Director. My complaint against him is that the circular is not being properly enforced.

The next point I wish to deal with is about the IV Form Text Books. I entirely agree with my friend Mr. Ananthasiva Aiyar that the text for the IV Form is more difficult than the books for the V Form. Several teachers have personally told me that. Of course it is difficult for the Director to read through every book that is presented to him. But I hope he would instruct his assistants to look more seriously into that question.

Another thing Mr. Ananthasiva Aiyar said was that the grant now given to the Private English Schools may be stopped. I make the same request on this ground. There are 40 deparmental English schools for which the Government spends Rs. 3 lakhs while for 264 non-departmental schools the department gives only a grant of Rs. 19707. My suggestion, as I have suggested before, is that the whole grant may be stopped for more than one reason. The first reason is a moral one. Every school expects some grant though most schools do not get it. The grant is meant to meet one third of the expense which a school has to sustain. This implies that

LIBRARY ARCHIVES Kerala Legislative Assembly

in most schools the teachers will be asked to sign for a larger amount than they really receive. If a school for example pays its head master, say Rs.300 then the expenses of that school will be greatly enhanced with the consequence that institutions run by honest people can never expect to get grant while others get very decent grants. I therefore suggest on moral grounds that the grants may be stopped. The comparatively poor institutions cannot find the necessary funds for libraries and play grounds and for science apparatus. Leaving wealthy institutions out, if the Director feels that some of the institutions do not have sufficiently well-equipped libraries or do not have science apparatus or play grounds, then the grants may be distributed for these purposes. That would enhance the efficiency of these institutions. I will not regret if the maintenance grant of these institutions is stopped. There is only one request to the Director about it and that is that he should not insist that a particular standard of salary should be given. If there are institutions where teachers are prepared to work on a voluntary basis or to accept a lower rate, then a chance must be given to those honorary and self sacrificing-minded people to devote their time to the cause of education. Thanks must be given to these young men who do this honorary work with a spirit of self-sacrifice. The Department must give them a chance to run these institutions. The difficulty now is, the Director keeps their hands tied and they are made to sign for an amount which they do not actually receive. For the sake of honesty, sincerity and perfect standard to be kept up in our institutions, I will not regret if the grant is stopped. I will be glader still, if that amount is reserved for Malayalam schools. In this connection, I may say, that people who are in charge of these Malayalam schools or in the management of these institutions have come to us with practical questions with regard to the grants to these institutions. We must remember that there are 2, 336 Malayalam non-departmental schools, which means, there will be about 10 to 12 teachers in a school getting a salary of between 8 and 10 rupees each. They know to talk in Malayalam and write in Malayalam and if their difficulties increase, they begin not only with petitioning but they will also surround these unfortunate Council Members, with their series of complaints. The first and foremost of their complaints is about the memo. Before Mr. Statham's time, the memo was revised in 3 years. It is revised every year now and the grant is not distributed before the Manager fulfils all the memo conditions. Now the Manager has no idea as to what the memo conditions should be. Sir, I have a school where I have substituted stools for chairs because I used to see teachers lounging in the chairs. The Assistant Inspector demands that the chair should be substituted for stools. If my grant is withheld on the ground that

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. K. K. Kuruvilla.]

I have not substituted the chairs for stools it will be very hard on me indeed. I have made this change thinking that the teachers would work properly and occasionally stand up and teach if the luxury of a teacher is denied to them. Conditions are imposed by the Assistant Inspectors which are some times quite unnecessary and some times very necessary. So my request is that managers should be given six months' time before their grant is stopped. I make that request because, take for example the particular case of myself, I wanted time to send my representation to the Director pointing out the objections in the memo conditions made by the Assistant Inspector. I must get the orders of the Director before the grant is stopped. I am sure that there will be no delay on the part of the Director's office in sending me a reply. Therefore, I submit that the manager should be asked to fulfil the memo conditions only after he gets the time to submit his difficulties to the Director and also he should be given sufficient time to fulfil the conditions if they are necessary.

Mr. A. Gopala Menon: May I know whether the honourable member was denied the grant for the school in accordance with the report of the Assistant Inspector?

Mr. K. K. Kuruvilla: The Assistant Inspector did not stop my grant, I confess.

President: On the controversy of the chair and stools?

Mr. K. K. Kuruvilla: Yes, Sir.

Mr. K. M. Kesavan: May I know whether the honourable member could have avoided the necessity of changing the chairs to stools if he had appointed more energetic L.T.s as teachers in his school?

Mr. K. K. Kuruvilla: All my teachers are between the ages of 20 and 30. I invite the honourable member to go over to my school and see whether they are not healthy.

Mr. K. M. Kesavan: If they are healthy why do they want to lounge in the chairs?

President: Healthy people can at times be lazy.

Mr. K. K. Kuruvilla: I see Mr. Kesavan lounge in his seat in the Council hall.

President: Order, Order. Surely the sitting propensity of the teachers is a side issue.

Mr. K. K. Kuruvilla: Sir, there is another complaint of these poor teachers. If a teacher takes leave for 3 months, he suddenly finds that his salary is reduced by Rs. 2. Of course, a teacher only gets Rs. 10, and he takes 3 months' leave. When he returns to the class he finds that his salary is reduced by Rs. 2, because, I am told that the temporary teacher gets only Rs. 8 for the three months. Therefore, the poor permanent teacher gets the reduced amount. Then again, if we transfer a teacher from one school to another when he goes to the other school he gets the reduced amount

LIBRARY ARCHIVES Kerala Legislative Assembly

After all, a teacher gets only Rs. 8 and if they are transferred from one place to another they do not get the whole salary of Rs. 10 or Rs. 12 as the case may be. I think this is a real grievance of the teachers. This is also a matter which should be kindly considered by the department. Instead of paying the grant for a particular class, if the teacher is to get the grant, this difficulty can be obviated. At present I think the grant is given to a class and not to a teacher.

The third point is this. Sir, we are experiencing great difficulty on account of the scraping of the primary schools. It is true that Mr. Statham in his report said that these two-class schools should be abolished. I agree with this suggestion. But the sudden scraping of the primary school is a matter of great difficulty both for the children and for the parents. I myself have been to two or three schools this year to see whether they are experiencing any difficulty. At least in one school in Pathanamthitta I found that difficulty and reported the matter to the Director. It is quite natural that the reports of their subordinates should be accepted more than the reports of the non-officials. But my contention is that before any action is taken by the Director it must be insisted on that the Division Inspector also should inspect the place and submit a report to him.

The fourth thing is about the accommodation. The history of the school building is rather a long history. At one time it was insisted that the wall of the building should be 8 ft. high. Then it was raised to 10 ft. and it is now raised to 12 ft. It is a very good idea to have school buildings with walls 12' high. Suppose we have spent Rs. 3,000 for a building with walls of 10' height and the department asks to transfer the school to some other building which has got walls of 12' height. Sir, here it would be practically impossible for us to carry out that order.

Sir, coming to the present rule that a class room should be built to provide for 45 children even if there are only 35 or 30 children, I must say that again raises very many difficulties to the management. We might be constructing a building to accommodate only 35 children.

President: In view of the very large number of members who have sent in their names to speak on the subject, I will allow the honourable member only seven minutes more.

Mr. K. K. Kuruvilla: Sir, what I am submitting is that this rule should not be insisted on. We have buildings that have already been erected at some cost and to say that they should be built over immediately is very hard on us. It should be given effect to only when new buildings are to be built. There is also a rule that a Malayalam school should possess at least 50 cents of land. I will be only glad to see that every Malayalam school possesses

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. K. K. Kuruvilla.]

50 cents of land. But there are now schools under private managements where we have only 20 cents and we have to go out of our way to buy 30 cents more if we are to continue the school. Moreover, the price of the 30 cents will be considerably enhanced. Now the Assistant Inspector comes and tells us that the rule demands that there should be 50 cents. It is practically impossible for us, unless the department undertakes the task, to get more land for the school. If Government undertakes to get this land for us there is some consolation. If the price for the additional cents are very high, we are helpless.

With regard to the examinations, Mr. Statham was one who objected very strongly to have a general examination for the III Form. Now that has come to pass and most of the masters say that as a result of this general examination, more boys are promoted to the IV Form. That means that the papers are simple and the valuation of them very generous. I am afraid, Sir, that the papers are made simple and the valuation generous, so that more boys may pass on to the IV Form and thereby parents will not raise any complaint for making the examination a general one. I hope this generous attitude will be continued hereafter.

A word about backward communities. It has been a matter for deputation and petitions to Government and to the Director about this grant to the Christian members of the backward communities. I am making a special plea on their behalf with a special object. I have felt in my experience that these members of the backward communities belonging to the Christian community, are not economically better than the members of the Hindu communities. Illiteracy should not be the only standard in the matter of distribution of stipends, or scholarships or fee concessions. I submit, Sir, that the economic condition of a community should also be considered and if, after investigation, Government is satisfied that their economic condition is as bad as the economic condition of other communities, I hope that the generous fee concession that is now given to the Hindu backward communities will also be extended to the Christian backward communities.

Mr. M. Govindan (*Nominated*): I wish to speak a few words regarding the backward communities. The disparity between literacy amongst the Hindu backward communities and the other communities in the State, is very great indeed. If 25 per cent. is the average literacy for other classes, among the backward classes it is only less than 5 per cent. It is to bridge this gulf that the Government are giving special consideration and special help to these communities. Even the help that is now being given is not sufficient, is my complaint. Now, with the present help, the progress

LIBRARY ARCHIVES Kerala Legislative Assembly

that has been made, if examined for the last three years, will show that it is not much. More encouragement is necessary, so that the big gulf that separates the communities in the matter of literacy may be bridged. My suggestion is that, in the matter of this fee concession, there should be a more liberal policy followed in respect of the backward communities. Two failures entail forfeiture of the fee concession that is now given. I submit, Sir, that a more sympathetic view may be taken and that even if a boy fails in one course-either-high school or middle school--two failures should not disentail a boy, who belongs to the really backward class and who works under more adverse conditions, to the privilege of fee concession. But with all this, I do not think that, within a measureable distance of time, it would be possible to effect the contemplated uplift of these backward communities, in point of education and bring them fairly on a level with the other classes, unless a small measure of compulsion—a modest measure—is introduced in the State, because even now, in the lowest classes in the elementary schools, less than 20 per cent. of the boys of school-going age attend. Therefore, it will take a very long time before communities can become actually literate and before we can achieve a solution for this big mass illiteracy in this land. It is true that we are, among the Indian States, and perhaps among other provinces in British India, in the forefront of educational progress and it is perhaps one of the safest demands for the real progress made by the people of this country. But, if, after a number of years of this free elementary education, we do not see adequate results, it is for an enlightened Government like Travancore to introduce measures which will solve this problem. The credit that we are getting is all due to the advancement made in education by the Christian communities and by the advanced Hindu communities. The great drag is found among the backward communities and every attempt should be made to induce them to attend schools. I am in management of nearly 27 schools throughout the State, where the majority of the boys and girls that attend them belong to the backward communities. But the inducement that we have been able to get, is not enough to make a fair proportion of the children attend schools. I am thankful to the Government for the uniform help that I am getting for the schools I am managing. All that I complain, Sir, is that it is not enough and a measure of compulsion is necessary. Let us see what is the percentage of loss in the matter of elementary education. We are spending—I suppose, I am subject to correction —about 16 or 17 lakhs of rupees on elementary education. The percentage of boys that complete the fifth class—I will take that as the standard of literacy—is less than 30 per cent. of the boys that enter the lowest class. Therefore, the inference is that more than 60 per cent. of the boys fall off during their elementary course.

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. M. K. Ananthasiva Aiyar : May I know if it is not due to some of the persons going to the English schools and by reason of there being no school in the vicinity with a fifth class, that the number is going down ?

Mr. M. Govindan : The number that is going into English schools is very limited. The other explanation that my friend suggests is true. Let us have more schools. What I say is that provision ought to be made for the attendance and continuance of at least a fair portion of the boys attending the lowest classes, reaching up to the fifth class. That is, they should finish the fifth class examination, or they should go into the English schools, as Mr. Ananthasiva Aiyar said, and I am thankful to him for pointing out an omission in my speech. But even if that omission is looked into carefully, it will be found that less than 60 per cent. of the boys and girls that go into the lowest class, do not continue their education until they reach the standard of literacy. They lapse into illiteracy and the 16 or 17 lakhs that we are spending on elementary education—a major portion—is going to waste. That is what they call educational waste. It is recognised as educational waste everywhere and various devices are resorted to to remedy the waste. The only effective remedy is compulsory education. It will take perhaps some years, considering the financial aspect of it, for us to introduce a measure of compulsory education throughout the State. What I suggest is that, in municipal areas where there is so much of convenience and there are so many schools, the system may be tried, as an experimental measure I took this position last time and the reply from the Director of Public Instruction was not encouraging. I am afraid that, from the manner in which he is looking at me, it is not going to be a very serious reply this time also (*laughter*) and I may say, Sir, that this is a very important matter and it affects the educational condition of the country and is a very important step forward in education, calculated to earn for us a position which will be like that of Japan, or Germany or England. Although we are in the fore-front of educated India, there is no sort of comparison with those States and the figures will show that we are even behind Ceylon in this respect. Why should we be so? Why should we not take a step forward in this matter and introduce a measure of compulsion ? I may be asked whether it is advisable in these hard days of financial depression that we should resort to a measure which may involve an additional expenditure. I, for one would suggest that a moderate educational cess may be levied in the particular locality where the compulsion is introduced. This is a matter which has been agitated in this Council, and from the days when there was an official majority, before 30 years ago, this matter has been agitated. I know one of the old members, who is now no more, delivering an eloquent speech on this subject,

LIBRARY ARCHIVES Kerala Legislative Assembly

which was received by the other side, only with the same degree of warmth with which my last speech was received.

I am sorry that such a longstanding complaint has not received the attention which it so well deserves. That is with regard to raising the standard of literacy.

Coming back to the backward communities I have to say a word about the distribution of books. The amount allotted for this is not enough and more should be provided. Even the books for which the allotment is made are not distributed in time. That is a real complaint that the backward communities have in the matter of books. At the commencement of the educational year it is necessary that the boys should be provided with books. If not, thr teachers turn them out of the class after 15 days of the reopenings. In the case of backward communities they are expecting the book from Government. Government provides them with some measure of help, but that help does not come in time. I complained about this both to the Protector of Backward Classes and to the Director of Public Instruction. The Director gave me the remedy, that is, he quietly sent round a circular asking the Headmasters of schools to be a little more sympathetic.

Mr. Kottur Kunjukrishna Pillai : Sir, I wish to say that I agree entirely with the statement made by my honourable friend Mr. Ananthasiva Aiyar regarding the restriction of note books to be used by the students. I realise, Sir, that it has been a popular circular and I think that many who applauded that circular did so without understanding the real implication of it. I think, Sir, that it is not possible for a student to have only 5 note books and carry on his studies effectively. People who do not look into it carefully may consider it as a great act of benevolence. But I think that it is not a well-thought out measure. Sir, if 5 books of 80 pages can be allowed, why not you allow 7 or 8 books of 40 pages? As has been pointed out by my honourable friend Mr. Ananthasiva Aiyar, it is really impossible for the teacher to correct the exercises that he gives and at the same time carry on his lessons on which notes may have to be taken, even though notes are not dictated When you look at the number of subjects, History, Geography, Arithmetic, Malayalam, Nature study and all the rest of it, that you have got at present, it is not possible to carry on efficiently with only 5 note books.

Mr. K. K. Kuruvilla : Does the honourable member think that if the text books are simple, it is necessary that notes on lessons should be dictated?

Mr. Kottur Kunjukrishna Pillai : Sir, I say that first of all the text books that are prescribed are not at all simple, considering the age of the students. They are inappropriate so far as the respective classes are concerned. That I will come to when I

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. Kottur Kunjukrishna Pillai.]

come to the question of text books. Secondly it may be necessary for a teacher to give some exercises in order to test the students' capacity of understanding. It will be very good to say that you are teaching according to scientific methods without giving any notes and all that. But, as a matter of fact, for our students notes are required. In spite of new methods, old methods seem to produce better results with regard to the understanding of the various subjects. Sir, therefore I think that the circular, though popular, is not very well conceived. The circular evidences the abundant sympathy of the Director. It is dictated with a touch of emotion at seeing students carrying loads of books. There was some overdoing in the matter of books to be taken by every student. People with a view to get a profit by selling note books insisted upon the students purchasing the largest number of note books. That ought to be prevented. I do not deny it. But the Director ought to be more careful with regard to fixing the number. He ought to have looked into the matter more carefully in regard to the requisite number of books required. I entirely agree with my honourable friend Mr. Ananthasiva Aiyar who speaks with sound common sense, that the number fixed viz., 5 is not adequate and is not reasonable.

Mr. K. K. Kuruvilla: May I know from the member whether he has gone through the notes of the High School boys and if so what he has to say about the spelling mistakes and language mistakes and whether they are not due to the practice of note-taking?

Mr. Kottur Kunjukrishna Pillai: Sir, I have never been able to understand that it is because a man wrote down notes that he committed spelling mistakes. Spelling mistakes will be invisible, I grant, if there are no note books. But I am a confirmed believer in the old adage that writing makes a man exact and I think that note books are very necessary for the purpose. Under the present circumstances I think that at least one note book for each subject must be allowed. You may reduce the number of pages. To satisfy the emotional sympathy of the Director towards the students who carry loads of books, let it be 10 books of 40 pages each instead of 5 books of 80 pages each. I have no objection to that. After the present circular I have heard of teachers saying that students can have only 5 note books each and that they are not going to give exercises and correct them. The teacher says, today will be a day of correction and no teaching. What can we do when under the circular only 5 note books are allowed? I wanted to say this because this circular was hailed and applauded by the Press and the public to an extraordinary extent without adverting to the practical difficulties of the situation.

LIBRARY ARCHIVES Kerala Legislative Assembly

Then with regard to the question of primary education that has been raised, I find, Sir, that it is a very long time now—it is a matter of ancient history almost—since the report of Mr. Statham has been published. No action has been taken with regard to one of the fundamental recommendations in that report regarding primary education, to prevent the wastage, the enormous wastage that has been found by the Committee after close investigation by raising the period of the primary stage from 4 to 5 years. I want to know, Sir, what action has been taken by the Director of Public Instruction in regard to this matter. I do not know whether any practical progress has been made with regard to the suggestion of vocational bias in schools also, though it may be said for purposes of administration reports that they are being continued and carried on.

Sir, also with regard to the question of the preuniversity class or the question of the restricting and diverting students from the school-final classes who are not fit to go to the college classes I do not know what reform has been effected. With regard to the valuation of examination papers or with regard to the results I still feel, Sir, that there is insistence on a certain percentage being maintained with regard to the passes from the school-final class without sufficient regard for efficiency.

Then with regard to text books, Sir, the period of economic depression has come in handy as an excuse not to change text books. Text books are now continued year after year. Sir, I for one think that a change of these text books, at least till a competent small body of experts prescribes proper text books is absolutely necessary whatever may be the economic stringency in the country. For, if one goes through the various text books that are now prescribed, one finds that they ought to be removed as early as possible. The Malayalam language used in particular text books—I do not want to mention the names of the authors and I have read some of them carefully—will spoil the literary tendency of this country, of which it was proud, and legitimately proud, at one time. Sir, there is one book for the preparatory class, written by one of my friends Mr. Kocheeppan Mappillai You must go through the language in that book. It is not literary Malayalam language. It is a particular variety of the Malayalam language obtaining in certain localities. The wonder of wonders is that I found at the end of the book a lesson about Velu Thampi. There is nothing in that lesson about the honesty of Velu Thampi or the bravery of Velu Thampi or his many other qualities or the sacrifice that he made. None of these is the subject of discussion in that lesson. I think the author wrote that lesson in the stress of the State Congress agitation and the matter dealt with in that lesson is that Velu Thampi on account of a certain discontent caused by certain administrative measures

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. Kottur Kunjukrishna Pillai.]

marched a body of discontented people and approached the then Maharaja.

President: I have read that book.

Mr. Kottur Kunjukrishna Pillai: And, Sir, the thing insisted in that lesson is not anything else than that if you are united this is the achievement. That is what the author exclaims. I think, Sir, that if there was anyone in the Text Book Committtee who went through these lessons at least in a casual or a superficial manner this book with its bad language, bad print and bad paper, and bad statement would never have been prescribed. I know the author. He is a friend of mine. He is in need of money. I know that also and he has my sympathies. I have no objection to his books being prescribed but the language might have been better. Therefore I insist that in spite of the economic stringency in the State these books will have to be scrutinised by a committee of experts who can understand the genius of the Malayalam language and who will not allow themselves to be swayed by considerations of false sympathy or sentimentalism for the poor or the indigent and needy authors or by a desire to satisfy particular agitations, but who will look at posterity and the good of the students. I think it is very hard-hearted to satisfy any emotion by exploiting the students and defiling their tastes, at a very young age. I think that something will have to be done and that changes out to be made in the present text books whatever may be the cost of it. Sir, I do not wish to say more about this committee at this stage. But I wish to say that more active steps should be taken for implementing the very valuable recommendations of the Statham Committee in reforming the educational system of the State. That report has been discussed by this House and it has been prepared at enormous cost. That should not go to waste. With these few words I support the demand.

Mr. Kalloor Narayana Pillai (*Mavelikara and Tiruvalla cum Pattanamthitta*): സർ, ഇ ഡിമാൻറിനെ അനുകൂലിച്ചുകൊണ്ടു പിന്നോക്കസമുദായക്കാരെപ്പറ്റി ഏതാനും ചിലതു പ്രസ്താവിക്കാമെന്നു വിചാരിക്കുന്നു. പിന്നോക്കസമുദായക്കാരുടെ അഭിവൃദ്ധിക്കുവേണ്ടി മഹാരാജാവു തിരുമനസ്സുകൊണ്ടു അത്യന്തം ശ്രദ്ധാപൂർവമായി പലതും പ്രവർത്തിക്കുന്നുണ്ടു്. തിരുമനസ്സുകൊണ്ടു പുറപ്പെടുവിച്ചിട്ടുള്ള ക്ഷേത്രപ്രവേശനവിളംബരം പിന്നോക്കസമുദായക്കാരുടെ ഗുണത്തേയും അഭ്യുദയത്തേയും ഉദ്ദേശിച്ചാണെ പുറപ്പെടുവിച്ചിട്ടുള്ളതെങ്കിലും അതിനെ എല്ലാ സമുദായക്കാരും അഹ്ലാദപൂർവം സ്വാഗതം ചെയ്തതുപോലെതന്നെ തിരുമനസ്സിലെ പിന്നോക്കസമുദായക്കാരുടെ അഭിവൃദ്ധിയെ ലക്ഷ്യമാക്കിക്കൊണ്ടു ചെയ്യുന്ന എല്ലാപ്രവൃത്തികളോടും എല്ലാസമുദായക്കാരുടേയും സൌഹാർദ്ദപൂർവമായ സഹകരണവും സന്മനസ്സും ഉണ്ടായിട്ടുണ്ടു്. ഇവിടത്തെ പല

LIBRARY ARCHIVES Kerala Legislative Assembly

യർ, പറയർ, കറവർ മുതലായ പിന്നോക്കസമുദായക്കാക്ക് പ്രത്യേകം കോളനികൾ അധിനിവേശസ്ഥാനങ്ങളായി പതിച്ചുകൊടുത്തതു് ആദരണീയംതന്നെയാണ്. എന്നാൽ നാ ഏക്കറിൽ അധികരിക്കാത്ത സ്ഥലം പിന്നോക്കസമുദായക്കാക്ക് പതിച്ചുകൊടുക്കുവാൻ നിയമസമ്മിതി ഉണ്ടായിട്ടുണ്ടെങ്കിലും ആ വ്യവസ്ഥ അവക്കുതന്നെ എത്രത്തോളം ഗുണകരമായിട്ടുണ്ടെന്നുള്ളതു് അന്വേഷിച്ചാൽ അറിയാൻ കഴിയുന്നതാണ്. കോന്നി, പുനലൂർ, റാന്നി മുതലായ സ്ഥലങ്ങളിൽ ഈ വ്യവസ്ഥ അനുസരിച്ച് പിന്നോക്കസമുദായത്തിൽപ്പെട്ട അനവധി ആളുകൾക്ക് നാ ഏക്കർ സ്ഥലം വീതം പതിച്ചുകൊടുത്തിട്ടുണ്ടെങ്കിലും അവരോ ആ കുടുംബക്കാരോ ആസ്ഥലങ്ങളിൽ ചെന്നു താമസിച്ചു കൃഷി ചെയ്തു താമസിച്ചുവരുന്നതായി കാണുന്നില്ല. കാരണം, കൂലിവേലക്കാരായ അവർ ഉപജീവനത്തിനായി കൂലിവേലയെ ആശ്രയിക്കേണ്ടവരായതുകൊണ്ട് പതിച്ചുകൊടുത്ത പ്രദേശങ്ങളിൽ കൂലിവേല കിട്ടാത്തതിനാൽ അവർ ഇപ്പോൾ താമസിക്കുന്നസ്ഥലത്തുതന്നെ താമസിച്ചുകൊണ്ടു കൂലിവേല ചെയ്തു ജീവിക്കുകയാണു ചെയ്യുന്നതു്. അഥവാ ഞാൻ മുൻപറഞ്ഞ സ്ഥലങ്ങളിൽ ഇവർ പോയി താമസിക്കുവാൻതന്നെ തീരുമാനിച്ചാലും അതുകൊണ്ടു് ഉൾനാട്ടിലെ കർഷകർക്കു വളരെ വൈഷമ്യങ്ങൾ ഉണ്ടാകും. കുട്ടനാടു് മുതലായ സ്ഥലങ്ങളിൽ പുഞ്ചകൃഷി ചെയ്യുന്ന സമയത്തു പുലയർ മുതലായ ആളുകളുടെ സഹായം വളരെ ആവശ്യമാണു്: അവരില്ലാതെ കൊയിത്തു നടക്കുകയില്ല. ഇവരെ എല്ലാവരെയും മറ്റുള്ളോരിടങ്ങളിലും മറ്റും സ്ഥലങ്ങൾ പതിച്ചുകൊടുത്തു അവിടെ താമസിപ്പിച്ചാൽ അവരെക്കൊണ്ടു ഉൾനാടുകളിലെ കർഷകന്മാക്ക് യാതൊരുപയോഗവും ഉണ്ടാകുന്നതല്ല. അതുകൊണ്ടു അധിവാസസ്ഥാനങ്ങൾ എങ്ങനെയാണു നൽകേണ്ടതു്? എനിക്കു തോന്നുന്ന ഒരു നിർദ്ദേശം ഞാൻ പറയാം. പഴയ കാലങ്ങളിൽ തിരുവിതാംകൂറിൽ യാതൊരു കുടിയാനവന്നും പണ്ടാരവസ്തുക്കൾ ജന്മമായിട്ടു സ്വീകരിക്കുവാൻ പാടില്ലാ എന്ന വ്യവസ്ഥയുണ്ടായിരുന്നു. ഓരോ സ്ഥലത്തും താമസിക്കുന്ന കുടികൾ അവർ ദേഹണ്ഡിച്ചിട്ടുള്ള വസ്തുവിനെ റെവന്യൂ പണയമൊ ആയി മാത്രം ആളുകൾക്കു എഴുതിക്കൊടുക്കാമെന്നല്ലാതെ തീറു കൊടുക്കുവാനുള്ള സ്വാതന്ത്ര്യം ഉണ്ടായിരുന്നില്ല. അതുപോലേതന്നെ ജന്മിവക വസ്തുക്കൾ കാണിപ്പാട്ടകുടിയാനവന്മാർ കൈവശംവച്ചു ദേഹണ്ഡിച്ചു അനുഭവിച്ചുകൊണ്ടിരിക്കുന്നപക്ഷം ആ കുടിയാനവന്മാരുടെ പക്കൽനിന്നും ജന്മിമാക്ക് അത്തരം വസ്തുക്കൾ യഥേഷ്ടം ഒഴിപ്പിക്കാൻ അവകാശമുണ്ടായിരുന്നു. ഫാർഷാമാണ്ടു സർ. ടി. മാധവറാവു് ദിവാൻജി ആയിരുന്ന കാലത്താണു ഈ അസ്വാതന്ത്ര്യങ്ങൾ

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. Kalloor Narayana Pillai.]

രണ്ടു തിരുവെഴുത്തുവിളംബരം മുഖേന നീക്കം ചെയ്യപ്പെട്ടതു്. ഞാൻ പറയുവാൻ ഭാവിക്കുന്നതു ഈ പിന്നോക്കസമുദായക്കാർ ഇപ്പോഴും അധിവസിക്കുന്ന സ്ഥാനങ്ങളിൽതന്നെ അവരെ താമസിപ്പിക്കണം. ഇവരിൽ ഭൂരിപക്ഷം ആളുകളും ധനവാന്മാരായ ആളുകളുടെ വസ്തുക്കളിൽ പുരാതനകാലം മുതൽക്കേ അവരെത്തന്നെ തമ്പുരാക്കന്മാരായി സേവിച്ചു നിത്യവൃത്തി കഴിക്കുന്നവരാണ്. അങ്ങിനെ താമസിക്കുന്നവർക്കു അവിടെത്തന്നെ സ്ഥിരമായി താമസിക്കുന്നതിനുള്ള സൌകര്യമുണ്ടാക്കിക്കൊടുത്താൽ മറ്റുള്ള ജനങ്ങളുമായുള്ള സംസർഗ്ഗവും പെരുമാറ്റവും ലഭിക്കുന്നതിനും തല്പര സാംസ്കാരികവും വിദ്യാഭ്യാസപരവുമായ അഭിവൃദ്ധി ഉണ്ടാകുന്നതിനും എളുപ്പമുണ്ടു്. അതുകൊണ്ടു മഹാരാജാവു തിരുമനസ്സിലെ ഗവണ്മെൻറു് ഇതിലേക്കു ഒരു പ്രത്യേകനിയമം ഉണ്ടാക്കണം. ഇപ്പോൾ അവർ താമസിക്കുന്ന സ്ഥലം ഒരേക്കറിൽ കൂടുതലുള്ളതാണെങ്കിൽ ഒരു സെൻറും അര ഏക്കറിൽ കൂടുതലുള്ളതാണെങ്കിൽ നാ സെൻറും അവർക്കു ഹൌസ്സൈറ്റിനു എന്നും സ്ഥിരാവകാശപ്പെട്ടതായി പരിഗണിക്കപ്പെടുന്നതാണെന്നു വ്യവസ്ഥ ചെയ്യുന്ന ഒരു നിയമമാണു അതിനു ആവശ്യമായുള്ളതു്. അവർ താമസിക്കുന്ന സ്ഥലം ഇപ്രകാരം നിയമംമൂലം അവരുടേതുതന്നെ ആയിത്തീരുമ്പോൾ അധിനിവേശപ്രശ്നത്തിനു വേറെ പോംവഴി അന്വേഷിക്കേണ്ട ആവശ്യമില്ല.

Mr. C. N. Thuppan Namboodiri (*Jenmies*) : ഈ വ്യവസ്ഥയും പറയുന്നതും എല്ലാം ഇപ്പോൾ താമസിക്കുന്ന ഭൂമി അവർക്കുതന്നെ സ്ഥിരാവകാശമായി കൊടുക്കുന്നതു കൂടുതൽ നന്നായിരിക്കുകയില്ലേ?

Mr. Kalloor Narayana Pillai : അതിന്റെ ആവശ്യമില്ല. ജന്മവസ്തുക്കൾ കുടിയാനവന്മാർക്കു ഒഴിയാപ്പാട്ടമായി കൊടുക്കുന്നതുപോലെ ഇവർക്കും കൊടുത്താൽ മതി. അതിലേക്കു ഒരു സെൻറിനു ഒരു ചക്രം എന്നോ മറ്റോ ഒരു കണക്കുവച്ചു ഉടമസ്ഥനു മിച്ചവാരം കൊടുക്കുവാൻ കൂടി വ്യവസ്ഥ ചെയ്യാവുന്നതാണു്. ഇപ്പോൾ ഈ സ്ഥലത്തിന്റെ ജന്മാവകാശം വസ്തുഉടമസ്ഥനു നഷ്ടപ്പെടുകയില്ല. ഇത്തരത്തിൽ ഒരു വിളംബരം ഉണ്ടാക്കണമെന്നാണു് എന്റെ നിർദ്ദേശം.

Mr. Thomas Chandy Mukkadan (*Nominated*): ഒരു സെൻറിൽ കുറവുള്ള സ്ഥലത്തു താമസിക്കുന്നവർക്കു എത്ര സെൻറു കൊടുക്കാം?

Mr. Kalloor Narayana Pillai : അങ്ങിനെയുള്ള സ്ഥലങ്ങളിൽ അധികം പേരും താമസിക്കാറില്ല. കുട്ടനാടൻപ്രദേശങ്ങളിലും മറ്റുമുള്ള ചില ചിറകളിൽ ചിലർ താമസിച്ചു എന്നുവരാം.

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. Thomas Chandy Mukkadan : കിഴക്കൻ പ്രദേശങ്ങളിൽ പത്തും ഇരുപതും സെൻറ് വിസ്തീർണ്ണതയുള്ള സ്ഥലങ്ങളിൽ ഇവർ താമസിക്കുന്നുണ്ടെന്നുള്ള വിവരം മെമ്പർക്കറിയാമൊ?

Mr. Kalloor Narayana Pillai : ഉണ്ടായിരിക്കാം. പക്ഷെ അങ്ങിനെയുള്ള അധികം പേരെ കാണുകയില്ല.

Mr. A. Easwara Pillai (*Kottarakara and Pattanapuram Cum Shencotta*) : സ്ഥലത്തിന്റെ ഉടമസ്ഥന്മാർക്ക് ഇങ്ങനെ കൊടുക്കുവാൻ സമ്മതമില്ലെങ്കിൽ ഗവണ്മെൻറ് ബലാൽക്കാരമായി കൊടുക്കണമെന്നാണൊ മെമ്പർ പറയുന്നത്?

Mr. Kalloor Narayana Pillai : ഇതു ബലാൽക്കാരമല്ല. മുമ്പു ജന്മവസ്തുക്കളിൽ താമസിക്കുന്ന കുടിയാനവന്മാർ ആ വസ്തു ഒഴിഞ്ഞു കൊടുക്കേണ്ട എന്നു നിയമമുണ്ടായപ്പോൾ അതു ബലാൽക്കാരമാണെന്നു ജന്മിമാർപോലും പറയുകയുണ്ടായില്ല.

Mr. Thomas Chandy Mukkadan : ഓരോ പ്രദേശത്തും പ്രത്യേകം കാളനികം ഉണ്ടാക്കുന്ന കാര്യത്തിൽ മെമ്പറിന്റെ അഭിപ്രായമെന്താണ്?

Mr. Kalloor Narayana Pillai: അതു വളരെ നല്ലതാണ്. ഇപ്പോൾ അവർതാമസിക്കുന്ന ഇടങ്ങളിൽതന്നെ കാളനികം ഏർപ്പെടുത്തി വ്യാവസായികമായും മറും അഭിവൃദ്ധിയുണ്ടാക്കുവാനുള്ള ഏർപ്പാടുകം ചെയ്യുന്നതു നല്ലതാണ്. പക്ഷെ എല്ലാ സ്ഥലത്തും അതു സാദ്ധ്യമാകുമോ എന്നു സംശയിക്കുന്നു.

Mr. C. N. Thuppan Namboodiri : ഇങ്ങനെ കാളനികം ഏർപ്പെടുത്തുന്നതിനെക്കാൾ കൂടുതൽ ഉപകാരപ്രദമാകുന്നതു സാധുക്കളായ ഇവർ ഇപ്പോൾ താമസിക്കുന്ന ആ ഭൂമിതന്നെ അവർക്കു സ്ഥിരാവകാശമായി കൊടുക്കുന്നതല്ലേ?

Mr. Kalloor Narayana Pillai : ഈ ചോദ്യം മുൻപു ചോദിച്ചതുതന്നെയാണ്. അതിനുത്തരവും ഞാൻ പറഞ്ഞുകഴിഞ്ഞു. അതുകൊണ്ടു ഇനി ഒരു മറുപടി പറയണമെന്നു ഞാൻ വിചാരിക്കുന്നില്ല.

അടുത്തതായി എനിക്കു പറയുവാനുള്ളതു തിരുവനന്തപുരത്തുള്ള മഹാറാണി സേതു പാർവതീഭായി ധർമ്മാലയത്തെപ്പറ്റിയാണു. അവിടെ ഹരിജനപെൺകുട്ടികൾ താമസിക്കുന്നുണ്ടു. എല്ലാവരും വിദ്യാർത്ഥികളാണെന്നു ഞാൻ വിചാരിക്കുന്നു. ഒരു വിദ്യാർത്ഥിക്ക് ഒരു പാവീതമാണു ഗ്രാൻറ്. ഇപ്പോഴത്തെ അരിവില കണക്കാക്കുമ്പോൾ ഈ ഒരു രൂപ ഒട്ടുംതന്നെ മതിയാകുന്നതല്ല.

LIBRARY ARCHIVES Kerala Legislative Assembly

Rajyasevapravina M. K. Nilakanta Aiyar (*Chief Secretary to Government*) : ഗ്രാൻറ് കൂട്ടണമെന്ന അവർ അപേക്ഷിച്ചതനുസരിച്ച് അതുകൂട്ടുന്നതിനുള്ള ആലോചനയുണ്ട്.

Mr. Kalloor Narayana Pillai: ഈ ഒരു രൂപാ അവരുടെ ആഹാരത്തിനുതന്നെ മതിയാകുകയില്ല. ആഹാരം മാത്രം നടന്നാൽ പോരല്ലോ. നഗ്നത മറച്ചു നടക്കുകയും വേണമല്ലൊ. അതുപോലെ ഹിന്ദുമഹിളാമന്ദിരത്തിലെ ഓരോ വിദ്യാർത്ഥികൾക്കും ഇപ്പോൾ നാലുരൂപയാണു ഗ്രാൻറു കൊടുക്കുന്നതു്. അതും പോരാ. അതു രണ്ടു രൂപയൊ മൂന്നു രൂപയൊ ആക്കി വർദ്ധിപ്പിക്കണം.

വർണ്ണവസമുദായത്തിൽപ്പെട്ട പതിയാന്മാക്കു ഇപ്പോൾ ചില സൌജന്യങ്ങൾ ഗവണ്മെൻറു ചെയ്തുകൊടുക്കുന്നുണ്ടു്. അവർ മാത്രമല്ല, മണ്ണാന്മാർ, ഏറാളി ഇങ്ങനെ പല വർഗ്ഗങ്ങളിൽപ്പെട്ട ആളുകളാണു ഈ വർണ്ണവർ. മി: കെ. കെ. കുരുവിള പറഞ്ഞതുപോലെ ക്രസ്ത്യാനിസമുദായത്തിലുള്ള പലരുടേയും സഹായസഹകരണങ്ങൾ ഈ പതിയാന്മാക്കും മറ്റും നിരന്തരമായി ലഭിക്കുന്നുണ്ടെന്നുള്ള കാര്യം ഞാനും സമ്മതിക്കുന്നു. പതിയാന്മാരെല്ലാവരും ക്രസ്തീയരുടെവക വസ്തുക്കളിലാണു താമസിക്കുന്നതു്. എന്നാൽ അവരിൽ ഒരാൾപോലും ഇന്നുവരെ മതം മാറിയിട്ടില്ല. ഒരൊറ്റ പതിയാനെപ്പോലും ഒരു മിഷനറിയും മതം മാറ്റിയതായി ഞാൻ ഇതുവരെ കണ്ടിട്ടില്ല. അവർ മതം മാറിയ ഉടൻ അലക്കുനിറുത്തിക്കളയും എന്നുള്ളതാണു അതിൻറെ കാരണം. ക്രസ്ത്യാനികൾക്കു അലക്കാൻ പിന്നെ ആളില്ലാതെ ആകും.

Mr. Thomas Chandy Mukkadan : ക്രസ്ത്യാനികളായ ചായക്കാർ ഉണ്ടെന്നു മെമ്പർക്കു അറിയാമൊ?

Mr. Kalloor Narayana Pillai: അതുകൊണ്ടു പതിയാന്മാരെ മാത്രമല്ല മണ്ണാൻ തുടങ്ങിയ മറ്റു വർഗ്ഗക്കാരെയും വർണ്ണവസമുദായത്തിൽ ഉൾപ്പെടുത്തി പിന്നോക്കസമുദായക്കാർക്കു അനുവദിച്ചു കൊടുക്കാറുള്ള ഭൂമി പതിച്ചു കൊടുക്കുക മുതലായ സൌജന്യങ്ങൾ അവർക്കും കൊടുക്കേണ്ടതാണു്. ഇപ്പോൾ കണക്കുകൊണ്ടു പതിയാന്മാർ മാത്രം പതിനായിരത്തിൽ ചിലപ്പോൾ ആളുകളാണുള്ളതെന്നു കാണുന്നു. എല്ലാ വർഗ്ഗക്കാരേയും കൂടി ചേർത്താൽ ഏകദേശം ഒരു ലക്ഷത്തിൽ ചിലപ്പോൾ ആളുകൾ കാണും. ഇവർക്കെല്ലാവർക്കും സൌജന്യങ്ങൾ ഒരുപോലെ നൽകണമെന്നാണു എൻറെ അഭിപ്രായം.

Mr. Kottoor KunjuKrishna Pillai: വർണ്ണവൻ എന്നുള്ള പേർ ഉണ്ടാക്കിക്കൊടുത്തതു മെമ്പറല്ലയോ?

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. Kallor Narayana Pillai : അലക്കുജോലി, ക്ഷതായത്ത്. വെളുപ്പിക്കുന്ന ജോലി ആയതുകൊണ്ടു 'വർണ്ണവൻ' എന്നാക്കി എന്നേയുള്ളൂ.

ഈ വർണ്ണവരേയും പിന്നോക്കസമുദായക്കാരുടെ ക്ലാസ്സിൽ ഉൾപ്പെടുത്തണമെന്നുള്ള അഭിപ്രായത്തോടുകൂടി ഞാൻ ഈ ഡിമാൻറിനെ അനുകൂലിച്ചുകൊള്ളുന്നു.

Mr. E. K. Kuriyppe : ക്രസ്ത്യാനികളുടെ ഇടയിൽ അലക്കുന്ന ആളുകളെപ്പറ്റി മെമ്പർ പറഞ്ഞല്ലൊ. നായന്മാരുടെ ഇടയിൽ അലക്കുന്ന ആളുകളാരാണ്?

Mr. kalloor Narayana Pillai : വെളുത്തേടത്തു നായന്മാർ. അവർ നായർസമുദായത്തിൽപ്പെട്ടവർ തന്നെയാണ്.

Mr. T. Mahomed Ismail (*Nominated*) : Sir, my object in speaking on this demand is to bring to the attention of Government the difficulties experienced by poor students being asked to produce poverty certificates, every year. I do not know whether there is any rule compelling them to produce poverty certificates every year. If there is a rule I would request the Director to consider the desirability of changing that rule. If there is no such rule I would request him to ask the Headmasters not to insist on producing poverty certificates every year. It cannot be said that after one year, all on a sudden, the parents will become rich, unless they get some lottery or so. My submission is that once a student produces a poverty certificate, say, in the I Form, then he should be allowed to continue till the IV Form, and once a certificate is produced in IV Form, up to VI Form. That should be the case in college classes also. If a student produces a poverty certificate in the Junior Intermediate class he should not be asked to produce another certificate in the Senior Intermediate. The question of producing poverty certificate every time a student joins a class, whether it be in a high school or college, gives rise to great difficulties both to the students and to those who issue the certificates. That situation has to be remedied.

Then, when once a student fails in a particular class for one year, he is not given the benifit of fee concession for studying in the same class for another year. In other words, when a student fails in the IV Form and if he were to continue his studies for another year, for that period he is denied the fee concession. Though there is a rule that one failure will not disentitle the student for the concession, generally he is denied. My point is that

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. T. Mahomed Ismail]

when he succeeds in the class and joins the next class by virtue of promotion, the fee concession should be extended to him for the future even without the production of any fresh certificate.

Another point I wish to bring to the notice of this House as well as Government is, about the case of students who have failed thrice in the school final examination. The difficulty experienced by such students is that they are not allowed to appear for another time. I am one of those who would advocate to follow only one practice in such matters. If there is a particular rule in the matter, that must be strictly enforced and no deviation is to be made from it. I state this because I know instances when students, who have failed thrice applied for exemption, in some cases it is granted, in others it is refused. If it is said that it is a discretionary power with the Government, my request is that certain rules must be formulated entitling exemptions under certain conditions. If certain conditions are stipulated, then exemption may be asked for on those conditions, otherwise not. Let there be some rule on the point and stick to it. If there is room for exercising discretionary power that power must be exercised in favour of all, I am compelled to state this because I have instances to show that this discretionary power is used in favour of forward communities and against backward communities. I only want that justice must be done to all alike.

About the Text Book Committee, I want to speak a word. Text Books are selected for students belonging to all communities in Travancore. It is only natural therefore that people belonging to different communities who are proficient in English and Malayalam should be members of the Text Book Committee to see whether there is anything wrong printed either about their religion or community, in the text books. As a rule, Government nominate certain members from all communities. I can assure the House and it is my firm belief that, no officer of Government, however great he might be, can represent what he feels on a particular matter in the Text Book Committee, especially when he is sitting before his superiors. I know that the Mahomedan Inspector, who is an ex-officio member of the Text Book Committee, who has to sit just in front of the Director and the Divisional Inspectors at the Committee, cannot assert himself. My request therefore is that, non-officials also should be nominated in such committees. If the Director says that there is no qualified man who could express his views about the Malayalam and English languages from the Muslim community, I can give him several instances of persons who are proficient in Malayalam and English and who are more qualified than some of the members of the existing Text Book Committee.

LIBRARY ARCHIVES Kerala Legislative Assembly

As regards the introduction of compulsory education in the several primary schools of the State I am one with my honourable friend Mr. Govindan who spoke about the scheme. That is the only means by which backward communities could be taught and they can be made to come up to the standard of other forward communities. Of course, we have been talking about this subject both here and elsewhere for the last several years, but nothing has been done on the matter on the pretext of want of funds. If we want to keep up the standard of education in our country, if our idea is to keep up the level of this country in point of education with those of other countries, it is good that Government considers this scheme sympathetically and introduce compulsory primary education without further delay.

Mr. T. K. Kittan : (*Vaikom, Kottayam and Changanacherry cum Peermade*) : ഇന്നത്തെ പരിതഃസ്ഥിതിയിൽ വിദ്യാഭ്യാസം തുടർന്നു കൊണ്ടുപോകുന്നതിനു ഇടത്തരക്കാർക്കും, താണപടിയിലുള്ളവർക്കും വളരെ ബുദ്ധിമുട്ടാണ്. ക്ലാസു ഫീസു കുറവുചെയ്യണമെന്ന് പൊതുവേ ഒരു അപേക്ഷ ഉണ്ട്. പാഠ്യപുസ്തകങ്ങൾ കൂടക്കൂടെ മാറുന്ന സംപ്രദായം നിറുത്തൽ ചെയ്യണം. നല്ല സാഹിത്യങ്ങൾ മാത്രമെ പാഠ്യപുസ്തകങ്ങളായി തിരിഞ്ഞെടുക്കാവൂ എന്ന് പാഠ്യപുസ്തകകമ്മിറ്റിക്കാരെ പ്രത്യേകം നിഷ്കർഷിക്കണം. ഗ്രാൻറു സ്കൂൾ വാദ്ധ്യാന്മാരുടെ ജീവിതരീതി വളരെ സങ്കടകരമാണ്. വളരെ കുറച്ചു ശമ്പളം കൊണ്ടു വാദ്ധ്യാരും ഭാര്യയും കുഞ്ഞുങ്ങളും ജീവിതം കഴിക്കേണ്ടിയിരിക്കുന്നു. കുട്ടികളെ നല്ല ശീലം പഠിപ്പിക്കുന്നവർ, ദൈവഭക്തി, ദേശഭക്തി, രാജഭക്തി ഇതെല്ലാം ഇവർക്കുപദേശിക്കേണ്ടവർ വാദ്ധ്യാന്മാരാണ്. ഇവരുടെ കാര്യങ്ങളെപ്പറ്റി ദയവായി ഗവണ്മെൻറു ആലോചിക്കണം. കുറഞ്ഞതു ൫൦ രൂപയെങ്കിലും ഈ സാധുക്കൾക്കു ശമ്പളം കൊടുക്കണം. ഇനി ഇംഗ്ലീഷ് ഭാഷയും മലയാളഭാഷയും ഒരുപോലെ പഠിപ്പിക്കുന്നതിൽ എന്താണ് തരക്കേടെന്നു ഞാൻ ചോദിക്കുന്നു. ഹരി ശ്രീ—എന്ന് ആദ്യം പഠിക്കുന്നതുപോലെ എ, ബി, സി, ഡി, എന്ന് പഠിപ്പിക്കുന്ന സംപ്രദായം ഒന്നു പരീക്ഷിച്ചു നോക്കണം. രണ്ടു ഭാഷകളും ഫ്രാംക്ലാസ് മുതൽ .....—..... .....

(*President's bell.*)

Mr A. Easwara Pillai : I also support the Demand and in doing so I wish to point out the undesirability or having parallel institutions, for both Vernacular and Secondary education in the State. Sir, there are Malayalam Middle Schools and Malayalam High Schools; there are also English Middle Schools and English High Schools. These two sets of schools, exist side by side.

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. A. Easwara Pillai]

My submission is that these may be amalgamated and by so doing a considerable saving could be effected. So far as the Middle school sections are concerned the media of instruction is in Malayalam, there is no difficulty in amalgamating these institutions. So far as the High school sections are concerned, some device will have to be found out for uniting them.

The cost of education in English schools is very prohibitive. A substantial reduction should be made in this branch of education.

Then I wish to speak on the mode of instruction now obtaining in the schools of the State. In the English Schools, especially in the lower classes, the direct method is followed at present. The method is anomalous; Some direct questions are asked and some direct answers elicited. In my opinion, this mode of teaching is not at all disirable especially in the matter of learning a foreign language. If we want to study English, we must have some knowledge of the English grammar. We must also have sufficient training in writing English composition. The direct method will be a failure. The authorities have erred in following this system. This is the reason for the deterioration of the standard of English in the Secondary Schools.

Mr. M. K. Ananthasiva Aiyar: May I draw the attention of the member to the fact that in Form II of the English Schools, there are text books in English where every alternate lesson deals with grammar ?

Mr. A. Easwara Pillai: I only suggest that such text books should be prescribed for other classes also. Then there is another difficulty in regard to question papers. A new model system of framing questions is in vogue. It is the reasoning faculty of the boy that has to be tested and not the faculty of guessing at conclusions. The teaching that is now adopted in schools seems to test a boy's faculty in memorising. That ought not to be. That is a defective method of teaching. A boy might guess the answer either way. Fortunate boys may be able to guess the answers correctly and secure a pass in examinations. This method should go.

My honourable friend Mr. Kottoor stated that the recommendations of the Statham Committee Report should be accepted and all of them should be brought into effect. I do not agree with him. Most of the recommendations of that committee are not practicable. Those recommendations were made without studying the local conditions. In actual practice, they are found wanting. I will illustrate my position.

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. Kottoor Kunjukrishna Pillai: Is not the member aware that those recommendations were put in the form of resolutions and passed by the legislature?

Mr. A. Easwara Pillai: Yes. But there were also differences of opinion about most of the recommendations. The Government accepted the recommendation of the Statham Committee in respect of the Divisional Inspectors. There are four Divisional Inspectors in the place of two Chief Inspectors for English and Malayalam schools. These Inspectors are drawing almost the same salary of the Chief Inspectors. (*President's bell.*)

Mr. G. Narayana Aiyar (*Parur, Kunnatnad and Muvattupuzha* cum *Devicolam*): Sir, I support the Demand. It could be seen that notwithstanding the impetus given to education, a good number of students has not taken up to that because of economic depression and acute poverty prevalent among all classes. This is borne out by the Administration Report of the Department for the year 1115 M. E.

At page 5 of the Report it is stated as follows:

> "In spite of all those facilities the number of school going children has declined, in the case of almost all communities. During the year under report, for instance, the children of Government servants under instruction decreased in number by 596 and those of landlords and farmers by 8,147. Scarcity of money and slump in the market are mainly responsible for this reduction....."

One of the main causes for the decrease in the number of students is the high prices fixed for standard text books. This difficulty can be got over by reducing the price of text books. I shall bring to the notice of the House one or two instances which will show the glaring discrepancy in the price of the text books. We have got the Government *Panjangom* with 116 pages. That is printed and sold for 4 chs. Government are making a lot of profit by the sale of these *Panjangoms*. Then there is another book '*Pourajivitham*' of 100 pages printed and sold for 5 chs. by the Government. *Lelithaganitham* printed and sold by Government for 10½ chs. has 219 pages with several blocks. Now we will take the case of books which are published by other people. 'Fairy fables' of 41 pages and which is one-fourth of the size of the *Panjangom* is being sold at 7 chs.

President: Is it a Government publication?

Mr. G. Narayana Aiyar: No Sir, It is recognised as a text book by Government. The book which contains 41 pages and which is one-fourth of the size of the Government *Panjangom* is priced at 7 chs. Then there are *Balabushanam* of 46 pages sold at 9 chs. and *Balakatha Retnamala* of 43 pages sold for 5 chs.

President: The honourable member has one minute more.

LIBRARY ARCHIVES Kerala Legislative Assembly

Mr. G. Narayana Aiyar: It shows that the price fixed for these text books are disproportionately high and the publishers get a very large profit.

Then as regards primary education, it could be seen that there is not sufficient equipment. There is want of sufficient number of teachers, want of space and furniture in almost all Government managed Primary schools. In some of the schools the number of students seated in a class is in some cases 60, 70, and even 80. Since the Government are spending very large amounts annually towards education it may not be possible for Government to spend more. Under such circumstances I would submit that a cess may be levied not on the parents of the students but on the publishers of the books who get a lot of money from the people by the publication of these books. The gain exceeds lakhs and lakhs of rupees. Even the Government are getting a very large amount from the Government publications. From the number of books sold it will be clear that these people are getting a very large profit. Why not they contribute ten percent of the profit for the purpose of primary education? It may not be possible for the Government to spend more for primary education. So I would request that it is high time that a cess is levied on the publishers of these books who make large amounts of profit and the amount thus realised is set apart for improving primary education.

Mr. A. Gopala Menon: Sir, the introduction of a rule restricting the use of note books in schools has made the department aware of the importance which note books enjoy in our educational organisation. There has been heated controversy about the adequacy or inadequacy of the number of note books now allowed. The circular did not insist upon or enjoin the school teachers to *allow* pupils to buy a certain number, but *prevented* them from insisting on their buying more than necessary; and it has been pointed out here that the circular is not rigorously enforced. Much has been said about the sentimentalism of the department in this matter. There has been no sentiment in this matter at all. There has been different practices in different schools and there has been an unrestricted demand for paper and also a very heavy charge by way of note books and exercise books for the education of children who attend the schools. An attempt was made to reduce the cost, and with the knowledge the Director possesses in matters of education he suggested 5 books of 80 pages each. The Director has the satisfaction that education has not suffered whatever may be the feelings of others. Managers of certain schools and Headmasters of certain other schools represented that more note books may be allowed, and the Director thought that there was some justification for the demand. Therefore the Director did not rigorously enforce the circular but said that if there was complaint that more note books

LIBRARY ARCHIVES Kerala Legislative Assembly

than necessary are asked to be purchased, then the department will come down upon the management and the school concerned with all vehemence. I think the circular has been more wisely administered, if wrongly conceived, without going through the process of appointing committees, calling for evidence and things of that sort. In such a small matter as this it did not appear to be necessary. The mistake was mine and I think there is not much more to be said about it.

Mr. K. K. Kuruvilla: Does the honourable member admit that it was a mistake?

Mr. A. Gopala Menon: In deference to the opinion expressed by some part of the House, I may concede a little, but I am glad that educationists like Mr. Kuruvilla are with me.

Another point has been brought forward by my friend Mr. Ananthasiva Aiyar, who by the way is a manager who has newly entered upon his duties and I am glad he takes it with great enthusiasm. I had similar feelings when I took charge of the administration of the department and my views have mellowed as Mr. Ananthasiva Aiyar's would no doubt be. Mr. Ananthasiva Aiyar has suggested that there should be a uniform programme of class-work for all schools. Sir, Government introduced a uniform time-table for schools, and controversy about the adequacy of time allotted for this subject or that subject, or the inequality of provision between one subject and another, is still resounding in the politics of the department. To introduce a uniform scheme of work in all schools is a much more ambitious programme. But, as I said, inspired by some idealism along with its sentimentalism the inspecting officers are even today examining the possibility of preparing standard programmes for as many subjects as possible. I am afraid, however, that the introduction of a common programme would be somewhat difficult, because the department does not like to interfere very much with the freedom of teachers to devise means of teaching, to think out practical methods of instruction, and thereby prevent them from expressing themselves in their vocational field. That is unacademic in principle; hence rather difficult to enforce. Any way, the suggestion is already in operation and something can be done in the course of the next year.

Another point on which much was said was about the failure of the department to bring into operation many of the suggestions of the Education Reforms Committee. Much more has been done than the public are aware of in this regard. A number of amendments to the Educational Code in the New Edition will speak of the scrupulous care with which the department has given effect to many of the proposals of the Statham Committee. I am glad to say that the Government have generously approved and accorded

LIBRARY ARCHIVES Kerala Legislative Assembly

[Mr. A. Gopala Menon.]

their permission to many a suggestion, originally laid aside. With regard to the internal administration particularly, much has been done, and I must say that, as far as possible, the measures which were suggested by the Statham Committee have now been embodied in the new code. As for the suggestion of making class V the highest class in a Primary School, and introducing vocational bias in Middle Schools, we are working at it. Personally I feel that class V cannot be a satisfactory end to an educational institution in which instruction is given in the mother tongue. I am of opinion that for the cultural, educational and vocational upbringing of every child in this country it should be given the benefit of education up to class VII including some vocational training. (*hear, hear.*) In these days, it is more easy to conceive than to perform and although the progress may be slow, I can assure the honourable House that the Government are working with this purpose in view. Certain reforms have already been introduced in the educational system in the Middle Schools with a view to imparting a vocational bias, and before long there would be an appreciable change in the whole out-look of the children.

I shall speak about the proposal of Mr. Easwara Pillai to bring about an amalgamation of the middle sections of English and Malayalam or Tamil Schools. There again the difficulty is that there are more than 3,000 institutions which are working at different stages. We have fixed IV class as the highest primary standard. To add the V class to all Primary Schools means a very costly proposition and at the present stage when Government cannot give adequate support even to the four classes it will be hard to compel the managers to go in for a fifth class with the necessary accommodation and staff to find. Having settled where the Middle School should begin, we have to decide whether the English section should work down to the level of the Malayalam and Tamil classes or *vice versa*. This would require careful handling. The amalgamation of the Middle School section of English and Malayalam schools thus requires a readjustment of the present day educational system which it would be rash to take up without sufficient forethought and too difficult to work out in these days of economic depression. As regards the Secondary Schools, that is, the amalgamation of Malayalam, Tamil and English High Schools, that is a much bigger proposition, in which nothing can be done until and unless the University can see eye to eye with the department and both together can hit upon a common scheme.

One word is called for in regard to the selection of text books. Personally, the Director will be extremely happy to hand over the responsibility for the prescription of text books to any other body the Government can constitute. But the possibility of improving the present system is not so easy as some honourable members of

LIBRARY ARCHIVES Kerala Legislative Assembly

the House think. Much has been attempted in recent years by expanding the Text Book Committee, by adding more competent persons, by giving wider representation to varied interests and by introducing various other methods for the efficient working of the committee to increase its usefulness.

From what has been said of the English text book prescribed for the IV Form, it might be argued that even the existing committee in all its recommendations and suggestions alike has not kept an even standard. I am not therefore hopeful of either improving the present standard or of being able to devise a better scheme for the prescription of text books.

Something has been said with regard to compulsory primary education and in that connection, I wish to speak also on some of the points mentioned by Mr. Kuruvilla. Compulsory primary education necessarily implies the fixing of the standard of education at the primary stage. That point has been already discussed by me. As regards the abolition of overlapping schools, it has been necessary for the department to deal rather severely with some of the overlapping schools here and there.

The House is however aware of the difficulties attendant upon such a course, particularly, in the matter of making a distinction which is found to be indispensable in such cases, as between competing and rival interests. So what has happened is, we are only going slow, without causing any inconvenience to the public or much complaint from the management concerned. Reports are called for from the Assistant Inspectors and after they are received, they are reviewed by the Divisional-officers and in very important cases, the Director himself would pay a personal visit in company with the officers concerned and talk the matter over with the men of the locality before any final decision is arrived at.

President: The question is that Government be granted a sum of Rs. 43,14,901 under Demand XIX—Education excluding Travancore University and a sum of Rs. 47,540 under Demand XXIII—Up-lift of Backward Communities.

The demands were put and carried. The grants were made.

The House adjourned for lunch at 1-5 P. M. and reassembled at 2 P. M. with the President in the Chair.

MEMBER SWORN.

M. R. Ry. P. S. Kuppuswamy Aiyar Avl, B. A., B. L. (*Secretary to Government*) was sworn in.

DEMAND XVI—POLICE.

Khan Bahadur Rajyasevapravina G. S. Abdul Karim Sahib Suhrawardy (*Inspector General of Police*): Sir, I beg to move for a grant of Rs. 8,5 ,160 under Demand XVI —Police.

LIBRARY ARCHIVES Kerala Legislative Assembly